

Bren Campbell  
BAT Team  
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## **Summer 2005 Summary Reflection Paper**

### *Major Theoretical Issues*

From our readings and class discussions, I became more conscious of the theoretical issues concerning videos and education. Through journal articles discussing visual literacy, I became more conscious of ways of communicating through audio and images versus simply text. Much as spoken and written language, images come from a cultural context and can convey meaning; if one is to be an effective communicator in an educational setting, one must develop a “visual literacy.” Another theoretical issue the articles discuss is that using video and audio allow students who have different learning styles to be more engaged in their coursework and provide them a different medium of expression beyond writing.

### *Major Practical Issues*

There is concern among the educational community that teaching children to use video technology in the classroom is distracting them from “real” learning. As one article noted: “pleasure and entertainment [as two potentially unique aspects of a visual literacy] are often ignored or negated in favor of strictly cognitive or academic learning goals because they are viewed as superfluous or even distracting from the learning of valuable information and skills,” (Hayes, 2003). Yet what is seen as the final production is not representative of the whole of the project, which may include skills in teamwork and collaboration, creative writing and research. As one article suggested, the development

of a project portfolio which include a student's experience in the pre-production and post-production phase may be more indicative of the student's learning and growth.

### *Producing An Educational Video*

Through working on my own video project and reading some of the more practical "how-to" articles, I learned a few things. Firstly, I learned about what features are useful to buy in a DV camera including a shoe and audio input jack for an external microphone. That my camera did not have one greatly impacted the sound quality on my live video. Secondly, I came to understand how useful the creation of a storyboard was for developing a video project. As an outline provides a strong framework and direction for a paper, a storyboard provides a framework for an educational film. Without it, I could not have focused on the dialog I wrote for the live actor and weave the dialog in with the narration. It also saves time to have a concept of what one will film before recording. Also, I came to understand the need directors have to do many takes to get the right one they want to use for the final cut of their film. With group productions, it is useful that various roles are designated to individuals to break up the tasks, especially if individuals feel more comfortable on or off the camera.

### *Ethics and Fair Use with Technology*

The reading and class discussions on copyright and fair use were interesting to me, which caused me to do further research trying to familiarize myself with the issues surrounding copyright. In the most general sense, I became aware that simply because media was used "for an educational purpose" it does not give educators a carte blanche to reproduce

and distribute at will. As the use of multimedia in distance education was my focus, it was an eye-opener to learn what could and could not be done under copyright and intellectual property regulations and laws. In my own video project, I gave copyright issues due diligence by requesting permission to reproduce segments of a song from the artist.

### *My Own Classroom Practices*

As I am an administrator and not an instructor, what I learned in class this semester will not directly affect my own classroom practices. However, it will make me more able to advise instructors and other administrators as they explore distance learning and multimedia projects, especially in the areas of copyright. Of the most important topics for teachers regarding multimedia is the need for “media literacy”, where students can interpret and think critically about the messages to which they are exposed. I think there is value in incorporating media of “popular culture” into curriculums to provide interest and relevance to students’ educational experience.